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ticular fields by having the student begin work in those fields without preliminary work in the same fields in the high school. . . . The high school should determine what subjects best fit the student for life; the university should accept these for entrance and should in the first two years supplement the work of the high school.

From the Dean of the College of Education in a far western state university:

The high schools know better than the college what work they can do and the colleges should take the graduates of the high schools where they find them. The work prescribed for graduation from the college can be made whatever the college desires, but there should be abundant opportunity to get into college after taking practically any of the courses in the ordinary high school.

From the Dean of the Division of Education in a far eastern university:

It seems to me that the entrance requirements of the university of Chicago embody the important characteristics of a good plan for admission to college. The features of this plan that seem to me especially desirable are as follows:

1. No subject other than English is prescribed.
2. The candidate is required to do a certain amount of consecutive work in the high school in order that he may meet the requirement of a major of three units and a minor of two units.
3. A free margin of five units is permitted, whereby progressive schools may develop courses of instruction that seem particularly valuable either for the purpose of meeting the needs of individual pupils or for the purpose of meeting special demands in the community.

From a Professor of Education in a west central state university:

The plan now in operation at the University of Chicago provides the best means of securing an effective correlation between higher and secondary education. I have a predisposition toward a sufficient training in one foreign modern language, so that the student coming into the university will have a working knowledge of it. However, I do not insist that this be an iron-clad rule for all students.

Dr. Judd, of the University of Chicago, also expresses the opinion that the University of Chicago requirements are good and that they embody his own conclusions.

From the head of the Department of Education in a western university:

It has always seemed to me that our entrance requirements are based on the right principle. The only fixed subject is the use of the English language. For the balance a wide choice is offered, the university taking the ground that while the high schools may need to set up certain fixed requirements, it is not the job of the university to say to the high schools what these fixed requirements shall be. On the other hand, we feel very strongly that it is best for each high school to do those things which in its community seems most worth

while and that the university entrance requirements should be shaped so as to permit of such a condition of affairs. The university later may pass on the quantity and quality when the student come to enter the university, but it ought not to prescribe its character for all the high school students.

[The second part of Dr. Rapeer's interesting paper (which will appear in our March number) deals with "Non-English Languages and Non-Arithmetical Mathematics."—N. W. W.]

### ANOTHER FEDERAL BILL FOR EDUCATION

AT the suggestion of Dr. Charles W. Eliot, Representative Baer, of North Dakota, has introduced in the House a bill to create a new department of the Federal Government to be known as the Department of Education and Human Welfare. The bill provides for the centralization of the educational activities of the Government, the establishment of trade schools and for an inquiry into illiteracy.

That centralization of national activities in education is wholly desirable cannot be disputed when one considers the fact that these are now scattered through more than eighty bureaus, divisions, commissions and the like. The national establishment of trade schools is a question open for debate. Illiteracy is a problem calling for more strenuous endeavors than an inquiry or an investigation. Illiteracy needs action; immediate, concentrated, concerted.

It is to be hoped that this is not a political move. We already have enough of political, partisan agitation in educational legislation.—L. A. W.

### LOUISIANA APPROVES

THE people of Louisiana at the last election ratified five most important constitutional amendments as follows:

1. A State tax of a third of a mill for the four white higher educational institutions. This is a substantial financial increase.
2. A State tax of a mill and a half for the support of the public schools. This doubles the State support of education.
3. A parish tax of 3 mills. This doubles the constitutional parish tax.
4. All of the above are to be collected on a hundred per cent assessment.
5. The removal of the \$10,000 annual limitation on the support of Southern University.—L. A. W.

It is not so much a matter of the subject, as it is an orientation into the realm of broad human interests that a democratic education must provide.—R. M. OGDEN in *School and Society*.